



Teacher's Turnover Intentions: Examining the Impact of Motivation and Organizational Commitment

Journal:	<i>International Journal of Educational Management</i>
Manuscript ID	IJEM-05-2016-0131.R1
Manuscript Type:	Original Article
Keywords:	Turnover Intentions, Commitment, Motivation, Introjected Regulations, Intrinsic Motivation, Amotivation

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ABSTRACT

Purpose: This research aimed at exploring the path of motivation leading to organizational commitment resulting in reduced turnover intentions. It examined the relationship between dimensions of motivation (amotivation, introjected regulations, and intrinsic motivation) with dimensions of commitment (affective, normative, and continuance). Furthermore, it tested the effect of these three dimensions of commitment on turnover intentions.

Design/methodology/approach: A sample of 467 teachers working in public schools in Dhofar Governate in Sultanate of Oman was selected for the study. A path analysis was conducted to test the hypothesized model.

Findings: Our analysis unveils that teacher’s turnover intentions can be reduced with a right mix of motivation and commitment. Furthermore, amotivation is only linked to affective commitment and this linkage is positive; introjected regulations positively affect continuance and normative commitment; and intrinsic motivation positively affects affective and normative commitment. Moreover, a significant negative effect of affective, normative and continuance commitment is found on turnover intentions.

Originality/value: This research sheds light on how motivation can indirectly affect turnover intention through commitment. This study is of immense importance as it focuses on the education sector in Oman especially in Dhofar governate.

Keywords: *Turnover Intentions, Commitment, Motivation, Introjected Regulations, Intrinsic Motivation, and Amotivation*

1. INTRODUCTION

The success of any educational system depends on the excellence of its teachers. Therefore, to occupy a recognized position among educational institutes, schools need to maintain their qualified teachers, because they play a main role in transforming an ordinary person into a creative, wise and dynamic one. Actually, they are those who transform institutions into lampposts of prosperity and convert nations towards knowledge-oriented society (George and Sabapathy, 2011). In the modern era, teachers work in an environment that is characterized by greater job opportunities and higher social mobility. In such environment, teachers intend to leave their jobs for better opportunities. This situation creates problems for organizations as they may lose many experienced teachers (Richardson and Watt, 2005).

Theory of planned behavior considers behavioral intention as a direct factor of behavior (Ajzen, 1985; Ajzen, 1990) and this view is also supported in turnover literature as many researchers have shown that turnover intentions are the main predictors of actual turnover (Kash, *et al.*, 2010; Cho and Lewis, 2012; Jung, 2010). Turnover intention is described as a plan for an employee to leave the organization; it is a deliberate effort to look for a job outside the organization (Saeed, *et al.*, 2014; Tett and Meyer, 1993; Cho and Lewis, 2012; Jung, 2010).

Organizational commitment is considered as an important variable as it reduces negative outcomes including turnover intentions (Camilleri, 2006; Galletta *et al.*, 2011; Meyer *et al.*, 2002). Therefore, organizations strive to maintain higher level of commitment of their employees. This objective is fulfilled by creating the right mix of motivational factors (Canrinus, *et al.*, 2011). It is a known fact that employees feel committed to their organization only when they feel a desire to do their work; this desire comes when there is motivation (Idris and Wan, 2012; Sohail *et al.* 2014). Meyer *et al.* (2004) suggested that both motivation and commitment work best together and can be expanded to explain any form of intentional behavior.

The literature on the relationship of commitment and motivation still reveal mixed results. Different researchers hold different opinion. Some researchers argue that commitment leads to motivation (George and Sabapathy, 2011) whereas others support the opinion that motivation leads to commitment (Canrinus *et al.* 2012; Idris and Wan, 2012; Sohail *et al.* 2014). This situation creates a need to explore this relationship further. The present research fulfills this need by taking the viewpoint that motivational factors enhance the feeling of commitment. We argue that a motivated teacher is willing to pay back to his/her organization by holding favorable

levels of commitment toward it. Thus, this research aims to examine a path of motivation affecting commitment and their relationship with turnover intentions of the teachers working with public schools operating Dhofar region of Oman. A lot of research done investigated the relationship between motivation and organizational commitment (e.g., Canrinus *et al.* 2011; Sohail *et al.* 2014); and organizational commitment and turnover intentions (e.g., Mahmoud, 2013, Galletta *et al.* 2011) but there is a lack of empirical evidence exploring the relationship of these three variables as a path with an outcome represented in reducing turnover intentions especially in an educational setting. This research explores how motivation could indirectly affect turnover intention through commitment, as a transmitter. Furthermore, previous research was mostly done in western contexts, where few investigations, to the best of our knowledge, have taken place in non-western societies like Sultanate of Oman and the other Arab countries (Mahmoud and Reisel, 2014). Therefore this study comes to be of its first kind, as it makes an endeavor to inspect some key outcomes in the education sector in Oman, more, specifically in Dhofar region where this sector is still in its early growth stages.

1.1 The Omani Context

In Dhofar governate, there was a massive expansion in the education sector between the years 1970 and 2016. The first and the only school opened in Dhofar was in 1970 with 11 male teachers and 358 boys. For girls, education opportunity was availed to them in 1973 with 11 teachers and 669 girl students. However, in 2015, there were dramatic expansions in all dimensions. By the academic year 2015-16, the number of schools is 151 (42 schools for boys, 18 schools for girls and 91 co-education schools). In addition, the number of teachers reached 6279 (2464 teachers for boys' schools and 3815 teachers for girls' schools). Moreover, the number of enrolled students reached 6279 (20119 boys and 21357 girls) (Ministry of Education, 2016).

For the last few years, the organizational outcomes of school's teachers in Oman have been of interest for the government (Issan, et al., 2011). Nonetheless, this area of research is still untouched in Oman where the findings of other investigations that were run in western countries might be of low external validity given the Omani culture. Thus, the current research addresses this contextual gap and makes an endeavor to extend the knowledge by exploring the path of motivation, commitment and turnover intentions among school's teachers in Oman.

1.2 Problem statement:

To what extend work motivation and organizational commitment reduce turnover intentions of the teachers working in public schools in Dhofar Governate of sultanate of Oman.

Based on the above statement following research questions are formulated:

1. To what extent the presence of work motivation leads to increased commitment to organization among teachers working in public schools of Dhofar governate in sultanate of Oman?
2. Do organizational commitment influence the turnover intentions of teachers working in public schools of Dhofar governate in sultanate of Oman?

2. LITERATURE REVIEW

2.1 Turnover Intentions:

Turnover is a deliberate effort done to leave one's institution (Lacity *et al.*, 2008; Tett and Meyer, 1993). It has been regarded by many scholars as a critical challenge faced by every organization, especially in the services sector (Mahmoud & Reisel, 2014). When it comes to quitting a job, an employee usually leaves his/her organization either voluntarily or involuntarily. In both cases, it will likely lead to adverse effects on the organization in terms of work performance and costs. So, organizations usually aim to keep their employees emotionally attached (Mahmoud & Reisel, 2015) to reduce their turnover intentions (Saeed *et al.* 2014). This concept gained the attention of both academicians as well as practitioners because of its varied effects on the smooth functioning of organizations (Long, *et al.*, 2012). Turnover generally has been mostly studied as an outcome, but what important for the organization is not the outcome, but actually, what would leads employees towards that outcome (Paulsen, 2014). This research shed the light on a relatively new concept termed as turnover intention which is the extent to which any employee plans to leave his or her organization. It

Turnover intentions have been found to have a strong positive association with actual turnover. Previous research revealed that employees' turnover intention as the strongest predictor for their leaving the organization (Byrne, 2005; Lambert, *et al.*, 2001; Steensma, *et al.* 2004). As described by the theory of planned behavior, behavioral intentions are the accurate predictors of one's behavior (Ajzen, 1985; Ajzen, 1990). This view is supported in turnover literature by

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many researchers that claim that turnover intentions mostly result in actual turnover (Mobely *et al.*, 1978; Kash, *et al.*, 2010; Cho and Lewis, 2012; Jung, 2010). Such intentions affect not only employees work and their behaviors but also their peers'(Semmer, *et al.*, 2014). Organizations that lose highly skilled employees might have disturbing consequences such as decreased organizational performance, reduced service delivery and leads to administrative issues. It may also contribute to increased costs of re-hiring and re-training employees (Roodt and Bothma, 1997; Sulu, *et al.* 2010).

Here the important factor is that the employees may not always consider leaving a job as an option. Their intention to leave depends on their personal and contextual factors (Bothma, 2011). So, it becomes the responsibility of the organization to identify the factors that can reduce the turnover intentions. There are many factors that can play a positive role in increasing turnover intentions like stress (Chiu, *et al.*, 2005); politics (Abbas, *et al.*, 2014); bullying (Houshmand, *et al.*, 2012); dissatisfaction (Takase, *et al.*, 2005); work-family conflict (Alsam, *et al.*, 2013) etc. However, there are certain factors that have a negative effect or that reduce turnover intentions such as organizational justice and citizenship behavior (Imran, *et al.*, 2014). One of the most important factor in this regards is Organizational Commitment (Galletta *et al.*, 2011; Rashid and Raja, 2011; van Dyk and Coetzee, 2012; Yücel, 2012).

2.2 Organizational Commitment

Researchers in the fields of management and behavioral sciences have focused on the topic of organizational commitment as it plays an important role between the individuals and their organizations. This concept has grabbed the attention for its positive outcomes and has become one of the most researched concepts (Morrow, 2011; Rehman *et al.* 2012). Commitment is described as the amount to which an individual feels identified and involved with a particular organization (Mowday and Steers, 1979). It can be considered as loyalty towards an organization (Price, 1997). It is the psychological attachment of the employee towards its organization and it has a strong effect on employee's decision to stay with or leave the organization (Lee *et al.*, 2001).

A considerable number of studies have been conducted on the topic of organizational commitment. The majority of these researches have conceptualized it as a uni-dimensional measure (Allen and Meyer, 1990; Meyer *et al.*, 1993-2002). However, other researchers have conceptualized organizational commitment as a multi-dimensional one as it taps the attachment

of the employees through three distinguishable components, i.e. affective, normative and continuance commitment (Meyer *et al.*, 2002). Affective commitment is defined as the extent the employee is emotionally attached to the organization; normative commitment is the feeling of loyalty and responsibility that makes employee attached to the organization; and continuance commitment is the level of attachment to the organization because one feels beneficial staying with it because of high salary and benefits (Meyer *et al.*, 2002).

Organizational commitment is found to have an important effect on turnover intention of the employees. If the concept of commitment exists in the organization then it reduces a chance that employees would have turnover intention (Galletta *et al.*, 2011; Klassen and Chiu, 2011; Rashid and Raja, 2011; van Dyk and Coetzee, 2012; Yücel, 2012). Research that has been conducted on teachers reveal organizational commitment to be one of the most important variables to predict their turnover intentions (McInerney *et al.* 2014-2015; Morin *et al.*, 2015). This importance of organizational commitment actually forces organizations to find the ways useful in boosting organizational commitment. Motivation is found to be one important factor that determines organizational commitment (Canrinus, *et al.*, 2011).

2.3 Motivation

Previous researchers exploring the concept of organizational commitment found it strongly related to motivation at work. These two concepts have been a focus of attention since long (George and Sabapathy, 2011; Locke and Latham, 1990; Meyer and Allen, 1997; Pinder, 1998). Therefore, the concept of work motivation is linked with the concept of organizational commitment and these are the two factors that create long-term bond for the organizations. Previous research reveals the fact that in order to the individual to be committed, she or he should be motivated (Alhaji, 2012; Mowday *et al.*, 1982).

Motivation is described as a set of interdependent conviction and sentiments which can have an impact and determine one's behavior. It creates a desire within an employee to accomplish one's job on one's best ability and own initiative (Martin and Dowson 2009; Rudolf and Kleiner, 1989; Wentzel, 1999). Previous research revealed a positive association between motivation and commitment of employees (Bang *et al.*, 2013; Salas, 2008; Siti-Nazilah, *et al.*, 2012). Commitment is referred as an important variable in reducing turnover intentions although; an employee cannot be committed until there are certain factors that keep her/him motivated.

The concept of motivation is one of the most researched concepts in the world. However,

still there are different views on what motivates the employees (Gagné *et al.*, 2015). Different researchers use different theories to determine this viewpoint. The present research has focused on self-determination theory (SDT) to identify the factors behind the motivation of teachers. This theory views motivation as a multidimensional construct containing three major categories. These categories are; amotivation, extrinsic motivation, and intrinsic motivation. *Amotivation* means absence or lack of motivation and it is explained as an apathetic behavior towards an activity. *Intrinsic motivation* is self-directed where the individual is doing an activity because it is exciting and enjoyable, whereas, *Introjected regulations* are behaviors related to the forces within us such as our ego, guilt and embarrassment (Deci and Ryan, 1985).

Underpinned by theories discussed above the current research fills the existing gap and hypothesize work motivation having an affecting organizational commitment which in turn influences turnover intentions of teachers.

2.4 Hypotheses development

Previous literature reveals a positive association between motivation and commitment of employees (Bang *et al.*, 2013; Salas, 2008; Meyer,*et al.*, 2004;Siti-Nazilah, *et al.*, 2012). It is evident from the past literature that in order to be committed the individuals should be motivated (Alhaji, 2012; Mowday *et al.*, 1982). However, some researchers have a different viewpoint as well. There are researchers focusing on the impact of commitment on creating motivation as well (George and Sabapathy, 2011). The current research would explore this relationship with an opinion that motivation leads to commitment (Canrinus, *et al.*2011; Idris and Wan, 2012; Sohail *et al.* 2014). As organizational commitment is an important variable and affect a number of outcomes so organizations are forced to find useful ways of boosting it. Therefore, motivation is found to be one important factor in this regards. The employee cannot be committed until there are certain factors that keep her/him motivated.

Past literature is evident of the relationship between work motivation and organizational commitment (Alimohammadi and Neyshabor, 2013; Gupta and Gupta, 2014; Salleh, *et al.*, 2016; Van den Berg, *et al.*,2011) The relationship between motivation and commitment examined byVan den Berg, *et al.*,(2011) exhibit negative relationship between intrinsic motivation and affective commitment whereas a no significant relationship between

extrinsic and normative commitment. Alimohammadi and Neyshabori (2013) along with Gupta and Gupta (2014) found a positive relationship between work motivation and organizational commitment. A research conducted by Salleh, et. al. (2016) also reveals a positive relationship between work motivation and organizational commitment.

The above mentioned literature reveal mixed results thus creating an urge to explore the relationship further. The present study is an attempt to address the issue by finding the influence of three-component model of motivation (i.e. amotivation, introjected regulations and intrinsic motivation) on three-component model of organizational commitment (i.e. affective, normative and continuance commitment). On the basis of above-mentioned review, the following hypotheses are proposed:

H₁: Teachers perception of amotivation (AM) would have a significant and positive effect on their affective commitment (AC).

H₂: Teachers perception of amotivation (AM) would have a significant and positive effect on their normative commitment (NC).

H₃: Teachers perception of amotivation (AM) would have a significant and positive effect on their continuance commitment (CC).

H₄: Teachers perception of intrinsic motivation (IM) would have a significant and positive effect on their affective commitment (AC).

H₅: Teachers perception of intrinsic motivation (IM) would have a significant and positive effect on their normative commitment (NC).

H₆: Teachers perception of intrinsic motivation (IM) would have a significant and positive effect on their continuance commitment (CC).

H₇: Teachers perception of introjected regulations (IR) would have a significant and positive effect on their affective commitment (AC).

H₈: Teachers perception of introjected regulations (IR) would have a significant and positive effect on their normative commitment (NC).

H₉: Teachers perception of introjected regulations (IR) would have a significant and positive effect on their continuance commitment (CC).

Organizational commitment is found to have an important effect on the turnover intention of the employees. If the concept of commitment exists in the organization then it reduces a chance that employees would have an intention to leave. Previous research focuses on the relationship between commitment and turnover intentions (Galletta, et al., 2011; Rashid and Raja, 2011; van Dyk and Coetzee, 2012; Yücel, 2012). Similarly, the previous research conducted on teachers reveals organizational commitment to be one of the most important variables while

predicting their turnover intentions (McInerney *et. al.*, 2014-2015; Morin *et. al.*, 2015).

The research conducted in an Italian context by Galletta et al. (2011) showed a negative association among affective commitment and turnover intentions. Another research conducted by Rashid and Raja (2011) in a Pakistani context revealed organizational commitment having a negative influence on turnover intentions. Faloye (2014) examined the effect of three-dimension model of organizational commitment on turnover intentions in Nigerian context and reveal findings that are different than the researches before. The findings demonstrate that affective and continuance commitment have a significant but positive relationship with turnover intentions however, the relationship between normative commitment and turnover intention was found insignificant. A more recent research by Gamble and Tian (2015) reveal a negative relation between turnover intentions and affective and normative commitment whereas a positive relationship was established between continuance commitment and turnover intentions.

The existing literature points out to a dire need to further explore the relationship between organizational commitment and turnover intentions. Thus the current research aims at exploring organization commitment as a predictor of turnover intention. On the basis of above-mentioned review, following hypotheses are proposed:

H₁₀: Teacher's perception about affective commitment (AC) would significantly and negatively influence their turnover intentions (TI).

H₁₁: Teacher's perception about normative commitment (NC) would significantly and negatively influence their turnover intentions (TI).

H₁₂: Teacher's perception about continuance commitment (CC) would significantly and negatively influence their turnover intentions (TI).

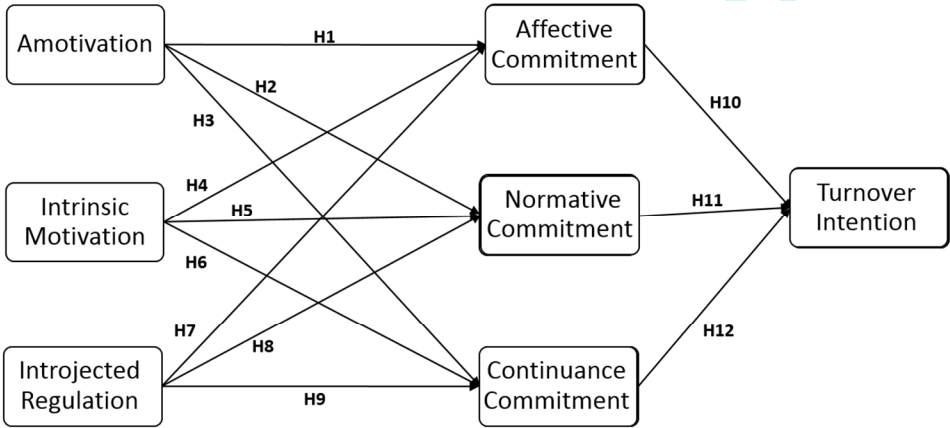


Figure 1: Hypothesized Model

3. METHODOLOGY

1. Participants:

The current research examines the path starting from motivation leading to commitment and resulting in reduced turnover intentions. The research aims to explore the relationship and sequence of occurrence of the research variables. The research was conducted on a purposive sample of 467 school teachers working in 12 public schools operating in the Dhofar, Sultanate of Oman. The sample consisted of 34% males and 66% females. The majority of them belonged to the age ranging between 25-45 (82%); with experience between 5 to 10 years (75%); with income level of 500 to 1500 (86%); and holding a bachelor degree (76%).

2. Instruments:

Motivation was measured through the Multidimensional Work Motivational Scale (MWMS) developed by Gagné et. al., (2014). It consisted of five dimensions (i.e., amotivation, external regulations, introjected regulations, identified regulations and intrinsic motivation) broken down into 19 items. Organizational commitment was measured by a three-dimensional scale (affective, normative and continuance). It contained 24 items that were developed by Allen and Meyer (1990). We measured turnover intentions using Olusegun's (2013) scale. All the items were scored on a five-point Likert scale (1 = strongly disagree, 5= strongly agree).

3. Design and Procedure

The measures were first translated from English into Arabic and later back-translated from Arabic into English (Mahmoud and Reisel, 2014). Then five business professionals were consulted to evaluate it in order to fulfill the conditions of face and content validity. A pilot survey was then used to test out all aspects of the survey and not just question wording (Ticehurst and Veal, 2000). Each scale was analyzed to evaluate dimensionality. Reliability analysis was done to establish the contribution of each item to scale reliability. Items not loading with majority of other scale items were omitted. The motivation scale originally had five dimensions but only three dimensions (amotivation, introjected regulations and intrinsic motivation) were found valid and reliable in the Omani context. The scale of commitment sustained all three dimensions but the items were reduced. Table 1 reveals the reliability

analysis of the adapted scales. It is evident that all the reliability values were above .60 so all the scales were considered reliable to be used in the Omani context (Nunnally, 1978). Hypotheses were tested using an SEM approach to analyzing the path from motivation to turnover intentions.

1.4. RESULTS

Table 1: Reliability analysis

Variables	No. of items	Alpha
Amotivation	3	.812
Intrinsic Motivation	3	.767
Introjected regulations	2	.874
Affective Commitment	3	.779
Normative Commitment	3	.600
Continuance Commitment	4	.659
Intentions to leave	4	.730

Table 2: Descriptive statistics and correlation matrix of study variables (N=467)

		Mean	S.D	I	II	III	IV	V	VI	VII
I	Amotivation	4.63	.657	-						
II	Intrinsic Motivation	3.30	.661	-.036	-					
III	Introjectd Regulations	4.45	.836	.306*	.584*	-				
IV	Affective Commitment	3.68	.639	.322*	.203*	.325*	-			
V	Normative Commitment	3.20	.574	.084	.210*	.205*	.319*	-		
VI	Continuance Commitment	3.19	.635	.006	.199*	.044	.236*	.249*	-	
VII	Turnover Intentions	2.92	.968	-.207*	.003	-.064	-.402*	-.201*	-.132*	-

Table 2 reveals descriptive statistics and correlation matrix of the study variables. The mean value ranges between 2.92 to 4.63 for turnover intentions and amotivation respectively. The correlation matrix shows that amotivation is positively and significantly related to only one dimension of commitment i.e. affective commitment ($r = .322$, $p < .001$) whereas the other two dimensions, normative ($r = .084$, $p > .05$) and continuance commitment ($r = .006$, $p > .05$), were found to be on significant precursors. Introjected regulations were found to have a positive and significant relationship with the whole three dimensions of commitment i.e. affective ($r = .203$,

$p < .01$), Normative ($r = .210$, $P < .01$) and continuance commitment ($r = .199$, $p < .01$). On the other hand, all three dimensions of commitment i.e. affective ($r = -.402$, $p < .01$), Normative ($r = -.201$, $P < .01$) and continuance commitment ($r = -.132$, $p < .01$) were found to negatively and significantly affect turnover intentions.

Hypotheses testing

The hypothesized path model from motivation to turnover intention was tested using structural equation modeling (SEM) using AMOS v.23.

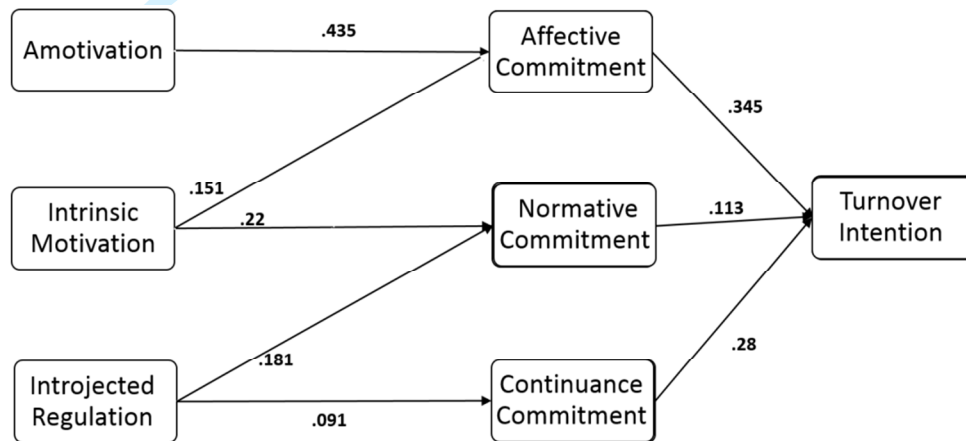


Figure 2. Path model for the relationship between motivation, commitment and turnover intentions.

Table 3: Summary of the SEM Fit Indices with their Acceptable Thresholds

model fit statistics	
χ^2/df	330.882 / 194 = 1.706 < 3
NFI	.903 > .9
CFI	.957 > .9
SRMR	0.0459 < .08
RMSEA	.039 < .08

Looking at table 3, our hypothesized model shows a good fit to the observed data. This is indicated with $\chi^2/df = 1.706 < 3$, NFI = .903 > .9, CFI = .957 > .9, SRMR = 0.0459 < .08, and RMSEA = .039 < .08 (Bentler, 1990; Byrne, 2010; Hu and Bentler, 1995; Jöreskog and Sörbom, 1989; MacCallum et al., 1996).

¹Path coefficients are standardized partial regression. Only significant paths are exhibited.

Table 4: Hypotheses testing (N= 467)

		Path		Estimate	S.E.	C.R.	P
H_1	Amotivation	→	Affective Commitment	0.435	0.08	5.457	***
H_4	Intrinsic Motivation	→	Affective Commitment	0.151	0.045	3.374	***
H_5	Intrinsic Motivation	→	Normative Commitment	0.22	0.065	3.402	***
H_8	Introjected Regulation	→	Normative Commitment	0.181	0.077	2.335	*
H_9	Introjected Regulation	→	Continuance Commitment	0.091	0.032	2.855	**
H_{10}	Affective Commitment	→	Intention to Leave	-0.345	0.063	-5.508	***
H_{11}	Normative Commitment	→	Intention to Leave	-0.113	0.05	-2.26	*
H_{12}	Continuance Commitment	→	Intention to Leave	-0.28	0.132	-2.125	*

* $P < 0.05$; ** $P < 0.01$; *** $P < 0.001$

Table 4 reveals the accepted paths (H_1 , H_4 , H_5 , H_8 , H_9 , H_{10} , H_{11} , and H_{12}). All other paths (H_2 , H_3 , H_6 , and H_7) were insignificant in the current research.

2.5. DISCUSSIONS

Like in other services organizations, people (i.e., teachers) are considered as the most valuable assets when it comes in terms of schools' goodwill and functionality. They are the main resource that is needed to develop the future of any nation (e.g., Nevatia, 2011). Educational institutions, especially schools, focus on having a competitive and retained workforce in order to sustain over time. The current research is aimed at finding the factors that can contribute to maintaining low levels of turnover intentions of the teachers working in schools of Dhofar region in Oman. The research uses self-determination theory based construct to measure motivation for the first time in Omani context.

This research draws attention to different facets of motivation and its effect on the dimensions of commitment. Nine hypotheses are developed linking the dimensions of motivation (i.e. amotivation, intrinsic motivation and introjected regulations) with the dimensions of organizational commitment (i.e Affective, Normative and Continuance). Using SEM we conclude that only five (H_1 , H_4 , H_5 , H_8 , H_9) out of nine hypotheses depicting the effect of motivation on organizational commitment are accepted. Interestingly, we find that amotivation, intrinsic motivation, as well as, introjected regulations to play an important role in building teachers commitment. Amotivation (i.e. the absence of motivation) is found to only influence affective

commitment; whereas, introjected regulations (i.e. behaviors related to the forces within us such as our ego, guilt and embarrassment) is found to affect continuance and normative commitment and intrinsic motivation (i.e. doing a task for its own sake is related to affective and normative commitment). The results are in-line with the limited existing literature exploring the dimensions of motivation (based on self-determination theory) with commitment (e.g., Gagné *et al.*, 2014). Most of the previous research has investigated the effects of commitment on motivation. However, there have been some researchers who claimed that this relationship can be reciprocal (Gagné, Chemolli, Forest and Koestner, 2008). Contemporary literature finds that work motivation affects organizational commitment overtime. It can bring direct changes in organizational commitment (Gagné, Chemolli, Forest and Koestner, 2008).

Employees feel committed if there are motivational factors within an organizational setting. The association between motivation and commitment of employees is evident from the previous research (Alhaji, 2012; Bang *et al.*, 2013; Siti-Nazilah, *et al.*, 2012). Motivation has been regarded as one of the most important variable affecting organizational commitment (Idris and Wan, 2012; Sohail *et al.* 2014). Motivation and commitment work best together and can affect any form of intentional behavior (Meyer *et al.*, 2004). Teachers working in schools are also found to be much affected by these two variables (Galletta *et al.* 2011; Meyer *et al.*, 2002; Idris and Wan, 2012).

The result based on SEM reveals that affective, normative and continuance commitment are negatively linked to turnover intentions. Past literature supports the findings of the current research. Organizational commitment is found to have an important effect on the turnover intention of the employees. It is the main source that can reduce turnover intention of an employee. Previous literature on teacher's turnover intentions reveals it to be as one of the most important variables (McInerney *et al.* 2014-2015; Morin, Meyer, McInerney *et al.*, 2015; Yücel, 2012). The organizations that aim at reducing turnover intentions of the employees should enhance commitment of their employees (Culpepper, 2011; McInerney *et al.* 2015).

3.6. IMPLICATIONS

This research provides greater understandings to both researchers and school professionals in Oman. From a theoretical perspective, it gives a well understanding of the relationships between various facets of motivation and the three components of commitment and their effect

on the levels of turnover intention in schools in Oman. This research could be one of the pioneering studies that have examined the path of motivation contributing to organizational commitment leading towards reducing turnover intentions.

From a practical perspective, school management in Oman can reduce turnover intention through formulating motivation policies and strategies that increase commitment and hence reduce turnover intention. Therefore, it is a necessity for school management to get an insight into the levels of motivation and commitment among teachers by taking regular assessments that may give a complete view. The managers should know what motivate them more to perform their job.

4.7. LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

First, data of this research was limited to public schools only. It's recommended for future studies to consider collecting samples from both public and private schools, as well as, clustering among different levels of schools i.e. elementary, intermediate and high secondary schools to deduct any possible invariances. *Second*, the current research doesn't investigate the socio-demographic variables, thus, future research may investigate factors such as income, age, rural-urban, etc., as moderating variables that could further explain teachers' turnover intention. *Third*, motivation is found to influence turnover intention indirectly. However, future research may investigate the possible direct effect of motivation on turnover intention.

Finally, it is recommended that researches examining similar relationships in the future should examine the effect of any possible moderators and/or mediators which are not taken into account by the current study. The presence of other variables like leadership, cultural values and HR systems can be potential variables to the said problem.

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